

CTE Standards Unpacking
JROTC IV

Course: JROTC IV

Course Description: In JROTC IV, students continue to advance in leadership and management areas with hands on experience in planning and managing groups to run the cadet organization and accomplish service learning projects. Students will learn advanced leadership and management techniques and skills. Students will prepare for and instruct a class using appropriate teaching methods.

Career Cluster: Government and Public Administration

Prerequisites: JROTC III

Program of Study Application: JROTC IV is a fourth-level pathway course in the Government and Public Administration career cluster, National Security pathway.

Note: This course outline is meant to be a compendium to the standard JROTC curricula.

INDICATOR #JROTC IV 1: While in leadership positions, select, plan, organize and control a team to accomplish a service-learning project and run administrative functions of the cadet organization.		
SUB-INDICATOR 1.1 (Webb Level: 4 Extended Thinking): Create a team, develop and implement a plan for service learning project(s).		
SUB-INDICATOR 1.2 (Webb Level: 4 Extended Thinking): Create a team to manage the routine activities of the cadet organizations.		
SUB-INDICATOR 1.3 (Webb Level: 4 Extended Thinking): Create and present a class using a lesson plan and an appropriate method of delivery.		
SUB-INDICATOR 1.4 (Webb Level: 4 Extended Thinking): Create working teams by using appropriate leadership principles and styles.		
Knowledge (Factual): -Staff organization -Organizational composition -Diversity -Service Learning -Community Action -Active Citizenship	Understand (Conceptual): -Staff responsibilities -Differentiate between service learning and community service -Associate the roles and responsibilities of team members	Do (Application): -Develop a Service Learning Project (SLP) plan -Delegate responsibilities to team/members -Participate/conduct After Action Review (AAR) -Present findings/results to community/school group

		-Conduct self-assessment and reflection
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> • Develop a service learning project plan (4 quadrant model (service/learning)) • Conduct the AAR, soliciting and capturing feedback from participants and recipients alike • Present the findings of the AAR and the SLP to community group/school group or administrators • Conduct self-assessment and match results to pre SLP assessment of personality behaviors/traits 		
<i>Academic Connections</i>		
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): Social Studies: 9-12.C.5.1 Differentiate between rights and responsibilities of a citizen and the practice of civic virtue. ELA: 9-10.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Sample Performance Task Aligned to the Academic Standard(s): -Differentiate between a community service project and service learning project by writing a reflective summary. Specific attention should be given to the role of an individual citizen within the process. (9-12.C.5.1, 9-10.W.7) -Present to outside group about the service learning plan implemented throughout the program. (9-12.C.5.1, 9-10.W.7)	

INDICATOR #JROTC IV 2: The student will examine different choices of service and job skills available and assess what would be optimal options for them.

SUB-INDICATOR 2.1 (Webb Level: 4 Extended Thinking): Create a career portfolio by evaluating potential military branches and skill specialties.

SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Categorize different roles and missions of the Department of Defense (DoD) in US National Security

Knowledge (Factual): -Personal behavior traits -Emotional intelligences -Leadership traits -Leadership values -Branches of military service	Understand (Conceptual): -Individual strengths/weaknesses in traits/intelligences -Personal skills/strengths -Role of military in military and non-military (humanitarian, nation-building, etc.) roles	Do (Application): -Create a resume -Create a career development portfolio -Differentiate between military and non-military roles/missions of DoD -Identify necessity/benefit of conducting non-military missions with DoD resources
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Benchmarks:

Students will be assessed on their ability to:

- Present a study on a military and humanitarian mission accomplished by DoD
- Chart a contrast/comparison of two or more specific DoD overseas missions.
- Using a personality & leadership trait assessment, create a grid checklist of positives and negatives of serving in the five military branches. Have peers comment on each other's findings on both positive and negative aspects.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): Social Studies: 9-12.C.6.1 Explain the foreign policy process in the United States and give examples of its impact on foreign policy initiatives.	Sample Performance Task Aligned to the Academic Standard(s): -Create and present an informational presentation on the purposes and relationships of the military and nonmilitary activities of the armed forces. (9-12.C.6.1, 9-12.C.3.5, 9-10.SL.4, 9-10.L.6)
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<p>9-12.C.3.5 Differentiate among the roles of the levels of authority in the national, state, local, and tribal governments regarding American federalism through the use of compelling questions.</p> <p>ELA:</p> <p>9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>9-10.L.6 Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
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Additional Resources

- Applicable service regulations for D&C (i.e. Army TC 3-21.5)
- Service Junior ROTC (JROTC) Curriculum Manager or service equivalent
- [Army JROTC Information and Facts](#)
- [Air Force JROTC Information and Facts](#)
- [Marine Corps JROTC Information and Facts](#)
- [Navy JROTC Information and Facts](#)
- [Coast Guard JROTC Information and Facts](#)

JROTC programs are located at:

ARMY JROTC

Washington High School (Sioux Falls)
Rapid City Central High School (Rapid City)
Flandreau Indian School (Flandreau)
Lower Brule High School (Lower Brule)
Pine Ridge High School (Pine Ridge)

AIR FORCE JROTC

Douglas High School (Ellsworth AFB)



MARINE CORPS JROTC

Lincoln High School (Sioux Falls)

Senior ROTC programs are located at:

ARMY ROTC

South Dakota State University

with extension program at *Augustana University*

University of South Dakota

with extension program at *Mount Marty College*

South Dakota School of Mines and Technology

with extension programs at *Black Hills State University* and
Chadron State College

AIR FORCE ROTC

South Dakota State University